DOCUMENT RESUME

ED 356 184 SO 023 068

TITLE	Basic Art Skills: The South Carolina Framework for Visual Arts Education.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
PUB DATE	83
NOTE	11p.; Based upon "The Visual and Performing Arts Framework, California Department of Education," 1982.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Aesthetic Education; *Art Education; Art History; Cultural Awareness; Curriculum Development; Decision Making; Elementary Secondary Education; *Learning Activities; *Perceptual Development; School Districts; *Skill Development; State Curriculum Guides
IDENTIFIERS	*South Carolina

ABSTRACT

This framework proposes to provide South Carolina school district personnel with guidelines for developing curricular programs based upon the needs of students in their individual school districts. It furnishes four goals and objectives upon which to build a series of sequential learning experiences that balance art production and the study of aesthetics, cultural arts heritage, and art criticism. Component 1, "Aesthetic Perception: Visual and Tactile," seeks to develop and expand aesthetic perception in elementary and secondary students. Component 2, "Creative Expression: Artistic Knowledge and Skills," aims at helping children develop and expand visual arts knowledge and skills to express ideas imaginatively. Component 3, entitled "Visual Arts Heritage: Historical and Cultural," proposes to help students acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view. The fourth and final component named "Aesthetic Valuing: Analysis, Interpretation, and Judgment," attempts to help students develop a base for making informed aesthetic judgments. (Author/LBG)

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BASIC ART SKILLS

The South Carolina Framework for Visual Arts Education

South Carolina Department of Education
Dr. Charlie G. Williams
State Superintendent of Education

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This framework is designed to provide school district personnel with guidelines for developing curricular programs based upon the needs of students in their individual school districts. It furnishes goals and objectives upon which to build a series of sequential learning experiences balanced in production and the study of aesthetics, cultural arts heritage and art criticism.

The South Carolina Department of Education is indebted to the California Department of Education for granting permission to use their curriculum as a model for the development of this framework.

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COMPONENT ONE

Aesthetic Perception

Visual and Tactile

SEQUENTIAL OVERVIEW

In order to develop aesthetic perception, students need consistent instructional opportunities to examine a wide variety of forms that are natural and of human origin. As they interact with these forms, students will reflect upon and talk about their observations and feelings, thereby becoming more perceptive of aesthetic qualities. Through these encounters, the range and the amount of aesthetic responses are increased and enriched.

Students in grades 3-5 will participate in a wide range of experiences designed to develop and extend their abilities to identify images and symbols in works of art, natural events, and objects within the total environment that are appreciated in and for themselves.

CONTENT/SKILLS	*GRADES K-2*	*GRADES 3-5*
RECOGNIZE DESIGN ELEMENTS	Recognize the visual characteristics of the design elements (line, color, value, shape, texture, and space) in forms that are natural and of human origin.	Recognize and discriminate among the visual characteristics of the design elements (line, color, value, shape, texture, and space) in forms that are natural and of human origin.
SEE UNDERLYING STRUCTURES	Observe and describe the underlying principles of design structures (e.g., repetition, rhythm, and balance) in forms that are natural and of human origin in order to begin sensing their underlying structures.	Observe, describe, and begin to categorize the specific details of design principles (e.g., repetition, rhythm, balance, and variation on a theme) in forms that are natural and of human origin in order to sense their underlying structures.
DISCRIMINATE VISUAL CHARACTERISTICS	Observe that objects and things look different under varying conditions, such as light, position, motion, and relative size relationships.	Identify other effects or visual impressions that result from changes, such as unusual positioning of objects and things in space.
RECOGNIZE VARIETY IN VISUAL CHARACTERISTICS	Describe perceptions of variety in the visual and tactile elements of works of art, nature, and objects within the environment.	Describe imaginative ways to aesthetically perceive works of art, nature, and objects within the total environment.
CATEGORIZE VISUAL AND TACTILE CHARACTERISTICS	Describe ideas and feelings when observing the visual and tactile qualities in works of art, nature, events, and objects within the total environment.	Compare and contrast ideas and feelings about the visual and tactile qualities in works of art, nature, events, and objects within the total environment.
RESPOND AESTHETICALLY TO VISUAL AND TACTILE CHARACTERISTICS	Discuss impressions of works of art, nature, events, and objects within the total environment.	Discuss impressions of works of art, nature, events, and objects within the total environment using descriptors that identify observed visual and tactile characteristics.
ANALYZE AESTHETIC PERCEPTIONS		Discuss why the visual and tactile characteristics of art, nature, events, and objects within the environment cause responses.

GOAL: To develop and expand aesthetic perception
OBJECTIVES: Students will be able to:

- Increase aesthetic awareness of visual and tactile qualities in works of art, nature, events, and objects within the total environment.
- See the world directly and metaphorically by perceiving the physical world in terms of visual and tactile images and symbols which are unique to visual arts.

Students in grades 6-12 will refine their aesthetic perception. They will extend their ways of seeing by learning to select, analyze, and enjoy qualities within works of art, nature, and objects in the total environment that can be characterized as aesthetic. This process of selecting, analyzing, and enjoying is basic to making informed aesthetic judgments.

GRADES 6-9	*GRADES 10-12*
Make finer discriminations about patterns of light and shadow, surface treatments, and the interrelationships of these and other design elements when responding to forms that are natural and of human origin.	Demonstrate ability to make refined and subtle discriminations when analyzing the interrelationships of the elements and principle of design.
Recognize and compare the three-dimensional composition details of forms that are natural and of human origin, as seen from various viewpoints and angles, in order to become more perceptive of their underlying structures.	Categorize and analyze three-dimensional qualities of forms that are natural and of human origin in order to become more aware of the function and purpose of their underlying structures.
Identify other effects of visual impressions that result from changes in conditions (positioning, size, motion, and light) and begin to predict other conditions, that would cause similar changes.	Predict effects on visual impressions that result from changes in such conditions as light, distance, atmosphere, position, recurring motion, and new technologies (e.g., lasers and holograms).
Describe imaginative or alternative ways of perceiving the environment in order to break stereotyped images.	Describe imaginative ways to perceive aesthetically, such as taking multiple or many-faceted views of objects, inventing new labels and positions for objects and things, speculating on how works of art, nature, and objects in the total environment could look.
Describe visual and tactile qualities and how they are organized in works of art, nature, and objects within the total environment.	Identify and describe visual and tactile qualities that exist in significant works of art and analyze how they are organize in order to communicate expressive content.
Use descriptors, similes, and metaphors to describe unique visual and tactile characteristics observed in works of art, nature, and objects within the total environment.	Use descriptors, analogies, and metaphors to describe interrelationships observed in works of art, nature, and objects within the total environment.
Compare differences between general perceptions used in everyday living and aesthetic perception.	Analyze the unique characteristics of aesthetic perception as compared to those of general perception as they reflect upon the quality of everyday life.

COMPONENT TWO

Creative Expression

Artistic Knowledge and Skills

SEQUENTIAL OVERVIEW

Throughout grades K-2, students engage in drawing, painting, designing, sculpting, constructing, printmaking, and crafts. These activities involve the process of selecting, arranging, and decision-making. Students will need a variety of experiences with art media.

Students in grades 3-5 will continue to work with such visual arts processes as drawing and painting, constructing, printmaking, crafts, graphics, film animation, and environmental design. They will increase their skills in working with art media to express ideas, feelings, and values. Originality should be an essential requirement. Information on careers in the visual arts should be introduced.

CONTENT/SKILLS	*GRADES K-2*	*GRADES 3-5*
USE ARTISTIC SKILLS	Use drawing and painting techniques to depict ideas, feelings, and moods.	Demonstrate ability to use drawing and painting techniques in order to organize and depict ideas, feelings and moods.
APPLY DESIGN ELEMENTS AND PRINCIPLES	Explore design principles by organizing paintings and drawings to demonstrate balance, repetition, and dominance.	Demonstrate ability to design by using overlapping shapes, variation in lines, colors, sizes, and textures to work with such design principles as balance, dominance, and repetition.
EXPRESS THREE-DIMENSIONAL QUALITIES	Explore modeling techniques by constructing forms using additive and subtractive methods.	Demonstrate ability to model, to construct by joining forms, and to carve by taking away material.
CREATE IN PRINT MEDIA	Explore printmaking techniques using finger painting (mono), built-up (glue), or carved (styrofoam) surfaces to make impressions on another surface.	Make a print using either built-up or carved surfaces to make impressions on another surface.
CREATE IN CRAFT MEDIA	Explore crafts processes such as weaving, modeling, and construction.	Demonstrate ability to work with such craft processes as weaving, modeling, and stitchery to make objects that demonstrate beginning levels of craftsmanship.
CREATE IN THE GRAPHIC ARTS	Explore the use of symbols and signs to communicate ideas and feelings.	Produce graphic symbols, signs, and posters using design elements and such principles as balance and contrast to communicate ideas and feelings.
CREATE IN THE PHOTOGRAPHIC MEDIUM	Use photographic processes (photograms) to create interesting designs.	Illustrate with a camera such concepts as selective subject matter and the effect of light and motion on visual images.
UTILIZE ENVIRONMENTAL DESIGN	Explore the relationships of objects and space by arranging objects (blocks) in space.	Demonstrate ability to arrange objects in space.
RECOGNIZE CAREER OPPORTUNITIES	Understand that careers in the visual arts exist and that artists use knowledge to create works of art and objects used in everyday living.	Understand that careers in the visual arts exist and that artists use knowledge to create works of art and objects used in everyday living.

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively

OBJECTIVES: Students will be able to:

- Acquire artistic skills to express and communicate responses to experiences.
- Recognize the importance of personal experiences and respect the originality in their own visual expressions and in the artwork of others.
- Develop manipulative and organizational skills in using arts media effectively to translate ideas, feelings, and values.

Visual arts experience for students in grades 6-9 includes opportunities to broaden special art interests and to continue the process of transforming personal experiences into art forms. Students will also continue to develop knowledge related to careers in the visual arts.

In grades 10-12, students should refine their skills in working with art media and learn to think imaginatively. Some will consider the possibility of art careers as a professional field of work.

GRADES 6-9

Demonstrate ability to use drawing and painting techniques (shading, brush drawing, dry and wet brush, or mixed media) in order to organize and depict ideas, feelings, and moods.

Demonstrate ability to design objects and things used in everyday living, such as fabrics, wrapping paper, tools, furniture, and mechanical devices using design elements and such principles as repetition, balance, and variations on a theme.

Demonstrate ability to model shapes into representational and abstract objects; to construct by joining a variety of forms to make objects and simple sculptures; and to carve by using hand tools to directly cut away materials using three-dimensional media.

Make a relief or intaglio by using such design elements as combinations of shapes, colors, lines, and textures and such design principles as balance, dominance, and unity.

Demonstrate ability to apply design elements and principles using skills in craftsmanship in such craft processes as weaving, constructing, stitchery, batik, or jewelry.

Produce graphic symbols, signs, posters, or wall designs to communicate an idea, sell a product, or create a decorative effect.

Produce still photographs, film, television, or animation, sequences utilizing design elements and such design principles as rhythm, variation on a theme, and balance to communicate ideas of realism, illusion of movement, or story content.

Produce an environmental design using elements and principles of design to illustrate new ways to organize space.

Identify and investigate the range of visual arts careers and the knowledge, skills, and attitudes required to work effectively.

GRADES 10-12

Demonstrate a control of drawing and painting techniques that adds craftsmanship to the personal statement.

Demonstrate ability to design using elements and principles of design to solve environmental, industrial, and commercial problems in creative ways.

Demonstrate ability to model by using add-on and sculptural techniques, such as scoring and combining forms; to construct through the use of such techniques as soldering, bending, molding, and welding; and to carve using hand and machine tools.

Produce a print using woodcut, etching lithograph, or serigraph process to develop a concept using various techniques involving variation in thickness or thinness of line.

Produce a craft object using the knowledge of elements and principles of design, the characteristics of the medium, the requirements for functional use, and the technical skills involved in good craftsmanship.

Produce a graphic design using lettering and illustration to communicate to a specific audience; plan and execute two-dimensional wall design to create optical illusion or spatial impact.

Demonstrate the ability to utilize design elements and principles with still photography, filmmaking, television, or animation sequences to communicate ideas of reality, fantasy, history, or contemporary problems and issues.

Demonstrate the ability to use design elements and principles to plan an imaginative environment accommodating different life-styles.

Evaluate educational opportunities in the visual arts and prepare a portfolio of original artwork.

COMPONENT THREE

Visual Arts Heritage

Historical and Cultural

SEQUENTIAL OVERVIEW

Students in grades K-2 should learn about art heritage in terms of contemporary times and places. Learning about artists, their contributions, and ways of communicating cultural values and beliefs of people through the visual arts will be essential areas for study.

Students in grades 3-5 will add to their general knowledge of art heritage by learning that each culture has its own aesthetic values. The creative art efforts of a culture (the paintings, architecture, ritual artifacts, and objects used for daily living) are influenced by the culture's aesthetic values as well as by social, political and economic factors. An important learning outcome from this study should be a deeper appreciation of their own aesthetic values and those of other people and cultures.

CONTENT/SKILLS	*GRADES K-2*	*GRADES 3-5*
RECOGNIZE VARYING CULTURAL THEMES	Begin to identify themes in selected works of art from various cultures.	Identify themes and some of the symbols that different cultures use to portray common themes.
ANALYZE THE CREATIVE PROCESS	Describe a variety of visual art forms produced, using the vocabulary of visual arts media.	Describe a variety of visual art forms produced, using the vocabulary of visual arts media. Begin to explore how artists make art.
RECOGNIZE THE ARTIST'S ROLE	Become acquainted with works by artists.	Recognize work produced by individual artists.
RECOGNIZE VARYING CULTURAL STYLES	Sort artworks of the same style from a larger group representing a variety of styles.	Identify artworks of the same style from a group of artworks.
DISCRIMINATE NATIONAL CULTURAL STYLES		Recognize style in selected contemporary American works of art.
RECOGNIZE THE FUNCTION OF VISUAL ARTS IN A COMMUNITY	Describe some ways that people are involved in the visual arts within a community.	Describe ways that people are involved in the visual arts within a community, including artists, patrons, curators, and gallery owners. List all pieces of public art in the community.
RECOGNIZE VISUAL ARTS FROM WORLD CULTURES	Become familiar with art forms from a variety of world cultures.	Recognize selected works of art from a variety of world cultures.

GOAL: To acquire knowledge of historical and cultural developments which occur as a result of varying needs and aesthetic points of view

OBJECTIVES: Students will be able to:

- Study a variety of artworks and accomplishments of contemporary, historic, and prehistoric cultures.
- Understand that art reflects, records, and shapes history and plays a role in every culture.
- Gain an understanding of their creative abilities and their heritage within the context of a comprehensive world view.
- Clarify their own aesthetic values and learn to appreciate differences in the aesthetic values of others.

A study of art heritage should give students in grades 6-9 deeper insights into the role that the visual arts have played in the development of cultures throughout the world.

In grades 10-12, students learn to clarify their own aesthetic values and appreciate differences that the values of other people with specialized art interests have made. The development of style by individual artists is representative of content areas to be studied.

GRADES 6-9

Compare themes and symbols in the art of different cultures and discuss similarities and differences in both.

Recognize that artists, such as painters, sculptors, architects, designers, filmmakers, and craftspeople, often make art by conceiving an idea, elaborating and refining it, and finally giving form to the idea with art media.

Recognize the role of artists in the community.

Recognize that works of art have a general cultural style that reflects the people's values, beliefs, particular ways of perceiving the world, and levels of technology.

Identify works of art selected from various American ethnic backgrounds which illustrate variation in style.

Identify uses of the visual arts in business and industry, including architectural and commercial design, advertising, television, film, and the art careers associated with all of these forms.

Distinguish among art from major cultural areas of the world including Europe, Africa, Latin America, and from different periods in time.

GRADES 10-12

Analyze a theme in works of art from different cultures.

Compare the differences between ways that artists talk or write about the creative process and their work, and ways that historians, curators, critics, and anthropologists describe particular works.

Identify the role of artists who have achieved regional, national, and international recognition and ways that their works have influenced thinking.

Identify the general style and period of major works of art and relate social, political, and economic factors that influenced the works.

Discuss contemporary style trends in American art as reflection of diverse developments in our culture.

Identify the variety of art forms used in business and industry and the vocational and professional fields used to communicate these forms.

Analyze differences in media used by various culture and relate these findings to visual arts achievements.

COMPONENT FOUR

Aesthetic Valuing

Analysis, Interpretation, and Judgment

SEQUENTIAL OVERVIEW

Aesthetic perception involves learning to see in the manner of the artist, through direct interactions with the environment, popular and serious works of art and objects used for daily living. Students in grades K-2 develop aesthetic perceptions by learning to use such thinking skills as observation, discrimination, comparison, contrast, and imagination. Classroom instruction in these early aesthetic interactions provides a base for making informed judgments.

Developing the ability to make aesthetic responses requires consistent interaction with works of art, nature, and objects in the total environment. Students need opportunities to build their capabilities in learning to analyze, compare, and search for relationships as a means of continually learning to make more informed judgments. Learning to talk about works of art requires opportunities and encouragement to use language in expressive ways in grades 3-5.

CONTENT/SKILLS	*GRADES K-2*	*GRADES 3-5*
ANALYZE DESIGN ELEMENTS	Describe works of art, nature, and other objects within the total environment.	Use design elements (lines, color, value, shape, and texture) to describe works of art, nature, and other objects within the total environment.
RECOGNIZE USE OF DESIGN ELEMENTS	Describe some ways pictures, objects, and the environment may be organized.	Identify some ways in which design elements may be organized, using design principles that include repetition, rhythm, balance, and variation on a theme.
RECOGNIZE ART MEDIA AND PROCESSES	Identify media (paint, clay, wood, metal, stone) used in creating works of art and other forms.	Identify specific media and media processes that are used to create works of art and other forms.
RECOGNIZE ARTISTIC MOOD	Describe how a work of art makes you feel.	Describe the portrayal of ideas, feelings, and mood in a work of art. Discuss the artist's intention in creating ideas, feelings, and mood.
DESCRIBE AESTHETIC CHARACTERISTICS		Talk about design elements in artworks, nature, and objects within the total environment using descriptors, such adjectives and adverbs.
DISCRIMINATE ARTISTIC STYLES	Look at two artworks of similar style or media and recognize that the two works are not identical.	Compare two artworks of similar style or media to identify qualities that make these works similar or different.
ANALYZE AESTHETIC SIMILARITIES AND DIFFERENCES	Look at two artworks of the same subject and discuss general similarities and differences.	Look at two artworks of the same subject (e.g., portrait of a child) by different artists, and be able to recognize differences in the organization of the art elements.
RECOGNIZE ARTISTIC CHARACTERISTIC	Look at art reproductions and original artworks and discuss similarities and differences.	Be able to differentiate between an art reproduction and an original work of art.
RECOGNIZE AESTHETIC CHARACTERISTICS	Describe similarities and differences in pictures of two different environments.	Use visual arts terms to describe the aesthetic and unaesthetic elements in a specific urban or rural environment.

GOAL: To develop a base for making informed aesthetic judgments
OBJECTIVES: Students will be able to:

- Make informed responses to works of art, nature, and other objects within the total environment by using objective criteria for analysis, interpretation, and judgment.
- Derive meaning and value from experiences by making and justifying judgments about aesthetic qualities in works of art and other objects within the total environment.
- Use analysis, interpretation, and judgment about visual relationships based on learned aesthetic values to improve art production.

Students in grades 6-9 will develop a degree of expertise in learning to make informed aesthetic responses. They should work in greater detail with questions of meaning as they interact with their own art and works of art by professional artists.

In grades 10-12, students' interest in individual artists and their art forms should be encouraged and shared so that insights into aesthetic responses are broadened and enhanced.

GRADES 6-9

Make distinctions in design elements when describing works of art, nature, and objects within the total environment.

Select artworks that are similar or different in the way design principles are organized.

Discuss a process related to a medium, such as watercolor, clay, or weaving, and how it is used in producing a work of art.

Describe the meaning of works of art in terms of mood, sense of tension, conflict, and relaxation expressed through the formal organization of the design elements, and the expression of selected ideals, such as courage, power, and wisdom.

Use descriptors, similes, and metaphors to describe visual characteristics observed in works of art, nature, and objects in the total environment.

Compare two or more artworks of similar styles or of the same artist and identify those qualities which make those similarities apparent.

Compare two artworks with the same subject matter but different in media, artists, and styles, and describe the qualities that make those artworks similar or different.

Use an art reproduction to identify the medium from which an original artwork was made and talk about visual cues used to make decisions.

Compare two environments and describe the qualities that make them aesthetically similar, different, pleasant, and/or unpleasant.

GRADES 10-12

Identify the relationships among design elements that give the work of art a particular emphasis and/or sense of unity.

Describe how design principles contribute to the expressive qualities of a work of art.

Explain ways that artists, as individuals, use selected art media. Explain how artists who represent a particular style use selected art media.

Discuss the meaning of a work of art and make judgments about the aesthetic qualities that can be supported by identifying relationships among the design elements and principles.

Use descriptors, metaphors, and analogies to describe visual characteristics of works of art, nature, objects in the total environment, and those that may be temporary, such as earth works.

Compare two or more artworks of similar style or by the same artist with two of another style or by another artist, and discuss qualities which are similar and dissimilar in the works.

Compare two or more artworks of different media, artists, and style and analyze those qualities which make those artworks different or similar.

Describe in aesthetic terms what makes one work of art greater in quality than another.

Compare two environment and analyze in aesthetic terms the qualities that make one environment more appealing than the other.

For more information contact:

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SOURCE: The Visual and Performing Arts Framework, California Department of Education, Sacramento: 1982